COLLEGE OF INFORMATION STUDIES
Fall 2011

LBSC 640: Library Media Specialists as Information Professionals
Wednesdays, 5:30 - 8:15 p.m.
Hornbake Building, South Wing, 0115

INSTRUCTORS: Dr. Mega M Subramaniam
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OFFICE HOURS: Can be arranged by appointment

BLACKBOARD COURSE SPACE: http://elms.umd.edu

COURSE DESCRIPTION

Over the past 100 years, education in the United States has grown in size and—even more—in complexity. Part of this development has involved the developing recognition of the importance of the library media program as an integral part of the educational system. In order to function effectively within that system, school librarians must understand a number of elements that affect their position in the school: the historical, organizational, and contemporary contexts of library media programs; the principles of teaching, learning, and information literacy that underlie the library media program; and the leadership role that school librarians can play within the school community. This course introduces candidates to all these elements, concentrating on the various roles of the school librarians in supporting student learning.

The roles are derived from the mission statement first adopted in 1988 by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) to guide the development and improvement of library media programs nationwide. This mission statement was reaffirmed in 1998, and expanded in the revised guidelines for the field, Empowering Learners: Guidelines for School Library Media Programs, published by the American Library Association in 2009. As stated below, the mission statement underlies the College’s School Library Media Specialization and LBSC 640, which is designed to introduce candidates to the specialization and to the information professions in general:

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information by:
• collaborating with educators and students to design and teach engaging learning experiences that meet individual needs.
• instructing students and assisting educators in using, evaluating, and producing information and ideas through active use of a broad range of appropriate tools, resources, and information technologies.
• providing access to materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading.
• providing students and staff with instruction and resources that reflect current information needs and anticipate changes in technology and education.
• providing leadership in the total education program and advocating for strong school library media programs as essential to meeting local, state, and national education goals.

The course also will introduce candidates to the *Standards for the 21st Century Learner*, launched by AASL in October 2007. This document outlines the skills that candidates need for understanding, thinking and mastering subjects; the dispositions that guide their thinking and intellectual behaviors; the responsibilities that reflect behaviors used by independent learners in researching, investigating and problem solving; and the self-assessment strategies that enable candidates to reflect on their own learning.

**TEXTS:**


**READINGS:**
As assigned (See list at the end of this syllabus). Readings are available through the Course Reserves at the course website, and some readings have direct link to the article/report.

**GRADING:**
Candidates grade will be determined through performance on three reflective papers, a professional development experience, a presentation and report on your observations in three library media programs, responses to presentations by other candidates in the class, and a final exam.

| Reflection on first scholarly reading | 50 points |
| Reflection on second scholarly reading | 50 points |
| Reflection on third scholarly reading | 100 points |
| Reflection on professional development experience | 150 points |
| Observation presentation | 200 points |
| Responses to presentations | 50 points |
| Observation paper | 200 points |
| Final exam | 200 points |
Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining candidate’s grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative. Candidates with disabilities should see the instructor during the first week of the course to make sure necessary accommodations are in place. Attendance at each class is required unless prior arrangements have been made.

Grade range that will be used to determine the final grade for this class is 95+ points will be an A; 92-94.9 points will be an A-; 89-91.9 points will be a B+; 86-88.9 points will be a B; and below 85.9 will be a B-.

COURSE GOALS AND OBJECTIVES

I. The candidate will understand the educational system within which the library media program exists and the school librarian functions.
   A. The candidate will identify the formal organizational structures of federal, state, county, and local educational systems and will describe the impact of each system on the development and improvement of library media programs.
   B. The candidate will discuss and analyze major issues facing educators, policy makers, and parents and the impact these issues have on the development and improvement of library media programs and on the roles and responsibilities of the school librarian.
   C. The candidate will compare and contrast the relationship of the library media profession to other segments of the information profession and the role of the school librarian to the roles of other information professionals.

II. The candidate will understand the role of the school library media program and that of the school librarian within the educational system.
   A. The candidate will identify and characterize the objectives, functions, and clients of library media programs.
   B. The candidate will identify and describe the major functions performed and roles assumed by school librarians.
   C. The candidate will explain foundational concepts in information studies as they relate to the library media program and the roles of the school librarian.
   D. The candidate will describe the results of recent research on the nature and effectiveness of library media programs and explain its significance.
   E. The candidate will describe the relationship of professional standards and guidelines, state standards and expectations, and other appropriate documents to the library media program and the school librarian.

III. The candidate will understand the issues and concepts related to the teaching/learning process as these affect the library media program and the school librarian.
   A. The candidate will summarize current theories about learning and will relate these to the development of an effective library media program.
   B. The candidate will describe the importance of collaboration and leadership in the development of a library media program that is integral to teaching and learning.
C. The candidate will describe the importance and value of an effective learning community and the role of the LMS and other information professionals in creating such a community.

IV. The candidate will analyze, evaluate, and create new knowledge about the major topics covered in the course.

Please include the University of Maryland Honor Pledge on all submissions and your final exam. The following should be written on your submission; more information available at http://www.shc.umd.edu/

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Procedures for Delayed Openings and Campus Closings Due to Inclement Weather

Please check the University’s inclement weather number (301-405-SNOW [7669]), which is used for inclement weather and other emergency situations. The University announces late openings and closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Please use the telephone number given above or check the University website (www.umd.edu).

See Procedures for Delayed Openings and Campus Closings Due to Inclement Weather at http://www.umd.edu/umnews/weatherprocedures.cfm.

Attendance Policy

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, candidates must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

2. If a candidate is absent more than TWO times consecutively, the instructor may require documentation signed by a health care professional.

3. If a candidate is absent on days when exam/ reflection/assignments are due, he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.
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<th>Week/Date</th>
<th>Topic(s)</th>
<th>Readings &amp; Assignments</th>
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<tr>
<td>(1) Aug 31</td>
<td>Introductions&lt;br&gt;Course Overview</td>
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<td>(8) Oct 19</td>
<td>NO CLASS</td>
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<td>Theoretical Foundations of Constructivist Learning in Library Media Programs</td>
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<td>Subramaniam, Ahn, Fleischmann &amp; Druin (in press)*</td>
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<td>MASM Professional Development/Books for the Beast</td>
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<td>(10)</td>
<td>Nov 2</td>
<td>Research Models</td>
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<td>(Online via Wimba)</td>
<td>Donham, Chapter 11</td>
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<td>(11)</td>
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<td>School Observations</td>
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<td>Responses to Presentation Due</td>
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<td>(13)</td>
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<td>THANKSGIVING BREAK</td>
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<td>(14)</td>
<td>Nov 30</td>
<td>Measuring Impact of School Libraries</td>
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<td>DiScala &amp; Subramaniam (2011)</td>
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<td>Scholarly Reflection Three Due</td>
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<td>(15)</td>
<td>Dec 7</td>
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<td>Guests: Jay Bansbach</td>
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<td>(16)</td>
<td>Dec 14</td>
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REFLECTIONS ON SCHOLARLY WRITINGS
Postings due: September 5, October 24 and November 28 at 5:30 PM

In preparation for class discussions, you are expected to have read and considered critically all articles and/or chapters listed in the Course Schedule document. In reading the assigned materials, it is important to maintain objectivity; to be somewhat skeptical; and to ask the questions listed below. You must maintain a level of skepticism and expect the author to make logical arguments and convince the reader of his/her authority. After careful reading, you will be expected to contribute your thoughts to the academic discussion by drawing some conclusions about the topic.

In addition to reading critically, you are asked to reflect in writing about specific readings identified by the instructor. Written reflections on the starred readings are to be submitted electronically on the Blackboard course site at least 48 hours prior to the class session at which the article will be discussed (Week 2 - Jentz & Murphy (2005); Week 9 – Subramaniam, Ahn, Fleischmann & Druin (2011); Week 14 – Todd (2009)). To enter your reflection, click on the Discussion Board link on the menu on the left side of the front page of the course Blackboard site. The link will take you to the Discussion Board. Click on the appropriate Forum, and then add a new thread. Put your name and the number of the Reflection in the subject line (e.g., Mega Subramaniam – Reflection #1). In addition to posting your own reflection, please comment upon at least two postings by other candidates prior to class. For each reflection, respond to the following questions.

1. What is the author's main point or main argument?

2. Upon what evidence are the author's conclusions based? Do you agree or disagree with the author's conclusions?

3. How does this work relate to other papers we have read for this class?

4. What implications might this work have for the development of effective school library media programs and how does this work contribute to your understanding of the school librarian as an information professional?
Professional development is an important element in the career of every effective school librarian. Through ongoing continuing education, the school librarian models a commitment to lifelong learning. As a member of local, state, regional, and/or national organizations, school librarians have the opportunity to participate in conferences, meetings, and workshops; receive print and online journals and newsletters; contribute to online discussions and listservs; mentor or be mentored by other professionals; and build and sustain valuable networks.

To demonstrate the value of ongoing professional development and to enable you to begin building professional networks, you will be expected to participate in and reflect upon at least ONE continuing education/professional development meeting. Three options are available.

You may choose to participate in the 2011 School Library Journal Summit, which will focus on integrating practice and research, http://www.sljsummit2011.com/, or the Maryland Association of School Librarians (MASL) annual conference, which will focus on the future of school librarianship, http://masl2011.wikispaces.com/home or the Books for the Beast Young Adult Literature conference, which will focus young adults’ literature, http://www.prattlibrary.org/home/beastie.aspx

The School Library Journal Summit will be held at Arlington, VA on September 22-23, 2011. There is no cost for participating in this conference, but you must register through the Summit website as stated above.

The MASL Annual Conference will be held at the Ocean City, Maryland on October 20-21. You may choose to attend one or both days of the conference. The cost for students is $100 for either day or $130 for both days of the conference -- if registration is submitted by September 1, 2011. If you plan to attend the MASL Conference, you must register directly on the conference registration website, https://www.mdlib.org/forms/maslreg.asp. There may also be scholarships available for students to attend – students are encouraged to obtain more information about the scholarships, if interested. You may contact the organizers directly.

The Books for the Beast Young Adult Literature conference will be held at Roland Park Country School in Baltimore, Maryland on October 22, 2011. The cost of attending is $75, and you must register through the conference website.

The requirement is just to attend and reflect on ONE of the above professional development activity. However, you are very welcome to attend all events, if it is possible.

You must inform me your choice of professional development activity on the first day of class, Aug 31st 2011.

Following participation in the professional development activity, you are to reflect on your experience by responding to the following questions:

1. What did you find to be the most valuable aspect of the experience?
2. What did you find to be the least valuable aspect of the conference?

3. How might your experience contribute to your effectiveness as a school librarian?

4. Who are the librarians that you were able to connect or network with? How do you intend to sustain the networks that you have built?

5. How might participation in events such as the SLJ or the MASL Conference contribute to your ability to be a leader in the field?

The rubric for the assessment of this Reflection on Professional development will be posted on the Blackboard site.
OBSERVATIONS OF LMP AND ANALYSIS

Presentations: Nov 9th and 16th
Papers and Presentation Response due: Nov 16th at 5.30 pm

This assignment is designed to enable you to compare the vision and expectations described for school library media programs and the realities that you find in schools in your community.

Each member of the class is expected to observe three library media programs during the semester, make an oral presentation and submit an analytical and reflective paper about the observations. One observation is to be made at each level—elementary, middle, and high school. Each observation must last a minimum of four hours during a typical school day. At least one observation must be done in a public school in the District of Columbia, Baltimore City, or the Prince George’s County School District. No more than two observations may be made in any one district so that you can observe differences in expectations, staffing, collection development policies, programming, and/or levels of support between or among districts. At least two of the schools you visit must be publicly funded, but you may observe one non-public or independent school program. If you are observing in Arlington Public Schools or the Baltimore County Public Schools, you will need to obtain the permission of certain individuals in the school systems before approaching the school librarian—please contact the instructor for more information.

During each observation, you are to focus on the following issues, which also are the topics you are to address in your presentation and paper:

1. Does the collection—including print, non-print, and electronic resources—appear to provide intellectual and physical access to appropriate information for candidates and staff? Is the collection up to date? What criteria did you use to reach your conclusion?

2. Describe examples of learning and teaching that you observed during your visits. What examples of cooperation, coordination, and/or collaboration did you observe between the school librarian and classroom teachers? What factors supported or hindered collaboration and why? Did the staff in the library media center seem to work effectively together? Cite evidence that supports your opinion.

3. In what ways did the physical facility support learning and teaching? What changes to the facility would improve access and use by candidates and teachers?

4. What features of budget and staffing did you observe or learn about? How did these features impact the quality and delivery of the library media program?

5. What were the most striking differences that you observed among the programs at the three levels? What were the reasons for the differences?

6. What were the most important things that you learned about effective library media programs as a result of your observations?
Information gathered is to be presented to the class in a 20-minute oral presentation (and 5 minutes of questions and answer session) and in a 6-8 page typed, double-spaced paper in 12 pt. type. Your oral report must be supported by a PowerPoint or other visual presentation. Submit your PowerPoint presentation or links to other visual presentation together with your paper via the Blackboard online submission.

Both the presentation and the paper are to begin with brief descriptions of the schools you visited and then focus on your analysis of the library media programs observed. The analysis in the paper is to be guided by all six questions listed above; however, your oral presentation must focus on questions 5 and 6.

If you need assistance in identifying schools to visit, the instructor can provide you with the names of school librarians who have indicated that they would welcome candidates to visit their programs.

The rubric for the assessment of the paper and the presentation will be posted on the Blackboard site.

You will be asked to respond in writing to specific questions about other candidates’ presentations. The questions, which will change for each presentation, will be designed to help you focus your attention on the elements of effective library media programs.
TAKE HOME FINAL EXAM

Take Home: Dec 7th
Submission: Dec 14th at 5.00 pm

This is a take home final exam. The questions will be handed off to you in paper on Dec 7th, and you must make submission of the answers via Blackboard by Dec 14th at 5.00 pm. There will be four essay type questions. It is expected that your completed answers will consist of no fewer than eight (8) and no more than twelve (12) typed, double-spaced pages in 12-point type in total, with standard one-inch margins. A cover page and/or pages of references are not included in the page count. Your answers should be drawn from the readings, class discussions, guest speakers and observation experiences. Citations from the readings will be considered a strength.
READINGS – articles that do not have a direct link can be accessed through the Course Reserve in the course website


*Jentz, B., & Murphy, J. (2005). Starting confused: How leaders start when they don’t where to start. Phi Delta Kappan, 86(10), 736-744.


Lantern Films, Inc.; KCET. Available in Hornbake Library (Nonprint Media) and Course Reserves from 09/05-09/18


*Articles for reflection of scholarly writing